BLISS

English • Second Language • Class X

West Bengal Board of Secondary Education
77 / 2, Park Street, Kolkata - 700016

THE CONSTITUTION OF INDIA PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens : JUSTICE, social, economic and political; LIBERTY of thought, expression, belief, faith and worship; EQUALITY of status and of opportunity and to promote among them all – FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation; IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

ভারতের সংবিধান

প্রস্তাবনা

আমরা, ভারতের জনগণ, ভারতকে একটি **সার্বভৌম সমাজতান্ত্রিক ধর্মনিরপেক্ষ গণতান্ত্রিক সাধারণতন্ত্র** রূপে গড়ে তুলতে সত্যনিষ্ঠার সঙ্গে শপথ গ্রহণ করছি এবং তার সকল নাগরিক যাতে : সামাজিক, অর্থনৈতিক ও রাজনৈতিক **ন্যায়বিচার**; চিন্তা, মতপ্রকাশ, বিশ্বাস, ধর্ম এবং উপাসনার **স্বাধীনতা**; সামাজিক প্রতিষ্ঠা অর্জন ও সুযোগের **সমতা** প্রতিষ্ঠা করতে পারে এবং তাদের সকলের মধ্যে ব্যক্তি-সম্ভ্রম ও জাতীয় ঐক্য এবং সংহতি সুনিশ্চিত করে **সৌভ্রাতৃত্ব** গড়ে তুলতে; **আমাদের গণপরিষদে**, আজ, ১৯৪৯ সালের ২৬ নভেম্বর, **এতদ্বারা এই সংবিধান গ্রহণ করছি, বিধিবদ্ধ করছি** এবং **নিজেদের অর্পণ করছি**।

PREFACE

Secondary Education is meant for the students who have entered the arena of education from the Primary level. In this arena the utmost need is to help the young buds to flower, to extend their knowledge and to explore their aptitudes, potentials towards different streams of learning for their further education. This series of textbooks, named 'Bliss', is based on the new curriculum and syllabus framed and recommended by the `Expert Committee' comprising of eminent academicians. The books are in the line with the vision of NCF 2005.

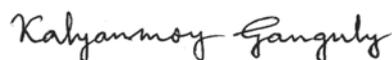
This textbook for Class X is meant for the learners of English as second language. The pieces selected in the series are aimed to expose the learners to the thoughts and writings of the world's best writers and thinkers. The pieces are arranged in a graded manner so as to ensure a smooth progress to the next level. At the end of each lesson sufficient exercises have been provided to measure and reinforce language skills. The practice tests are designed to encourage students' participation. After completion of each exercise, the learner will feel a sense of achievement which will motivate the young learners to go for the next. 'Bliss' aims to inculcate in learners, particularly the first-generation institutional learners, love for the richness and variety of English language and literature.

It is hoped that the new series will be able to replace the apprehension towards the learning of English with an eagerness to learn a language which is not foreign any more.

A group of eminent educationists, teachers and subject experts worked hard to develop the textbook. The book has been illustrated by the renowned artist Samindranath Majumdar. I thank him for his notable work.

All suggestions to improve the series are welcome.

Kalyanmoy Ganguly

December, 2017
77/2, Park Street,
Kolkata - 700 016

President
West Bengal Board of
Secondary Education

FOREWORD

The Hon'ble Chief Minister of West Bengal Smt. Mamata Banerjee constituted an 'Expert Committee' to review the entire aspects of school level curriculum, syllabus and textbooks in 2011. The new curriculum, syllabus, and textbooks are developed according to the recommendations of the Committee. The new English textbooks for the Secondary level fall under a newly named series, 'Bliss'. In this textbook we have shifted from the conventional approach to a child-centric, activity-based approach to learning. The exercises for the learners have been designed accordingly. A special effort has been taken to develop the conversational skills in English for the learners.

The theme for **Bliss : English textbook for class X** is 'empathy and relationship'. A teachers' guideline is appended at the end of the book. The textbook ventures to link classroom experiences with nature and society. We hope to supply our learners with enough material to develop their language skills and sense of aesthetics. For the latter we had invited a famous artist to illustrate the book. The texts represent a varied spectrum of experiences and achievements. They will, certainly, help the learners to build their vision and perspective to life.

We thank the West Bengal Board of Secondary Education, School Education Department, Govt of West Bengal for their active support. The West Bengal Board of Secondary Education has obliged us by giving their approval for this textbook. A chosen group of educationists, teachers and subject experts developed this book in a very short period of time. If the book can help learners to apply the language in real-life situations, we will consider our initiative successful.

The Hon'ble Education Minister Dr. Partha Chatterjee has enriched us with his views and comments. We express our gratitude to him.

We invite all people who love education to convey their views for the improvement of the book.

Thank you.

Aveek Majumder

Chairman
Expert Committee
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December, 2017
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under
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Cover and Illustrations : Samindranath Majumdar

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Lesson 1

Father's Help

R. K. Narayan

The author and the text:

R K Narayan (1906-2001) is one of the leading figures of early Indian literature in English. His notable works include *Malgudi Days* and *The Guide*. He was awarded the Sahitya Academy award in 1958 for *The Guide*.

The story, an edited excerpt from *Malgudi Days*, is about a young boy called Swaminathan who is unwilling to go to school, but is forced by his father to attend school. The story explores how, through the events that follow, Swami's original reservations about his teacher, Samuel, get transformed considerably.

Read the following:

Unit 1

Lying in bed, Swami realized with a **shudder** that it was Monday morning. It looked as though only a moment ago it was Friday. Already Monday was here. He hoped he didn't have to go to school.

At nine o' clock, Swaminathan wailed, "I have a headache."

Mother generously suggested that Swami might stay at home. At 9.30, when he ought to have been in the school prayer hall, Swami was lying on the bench in Mother's room.

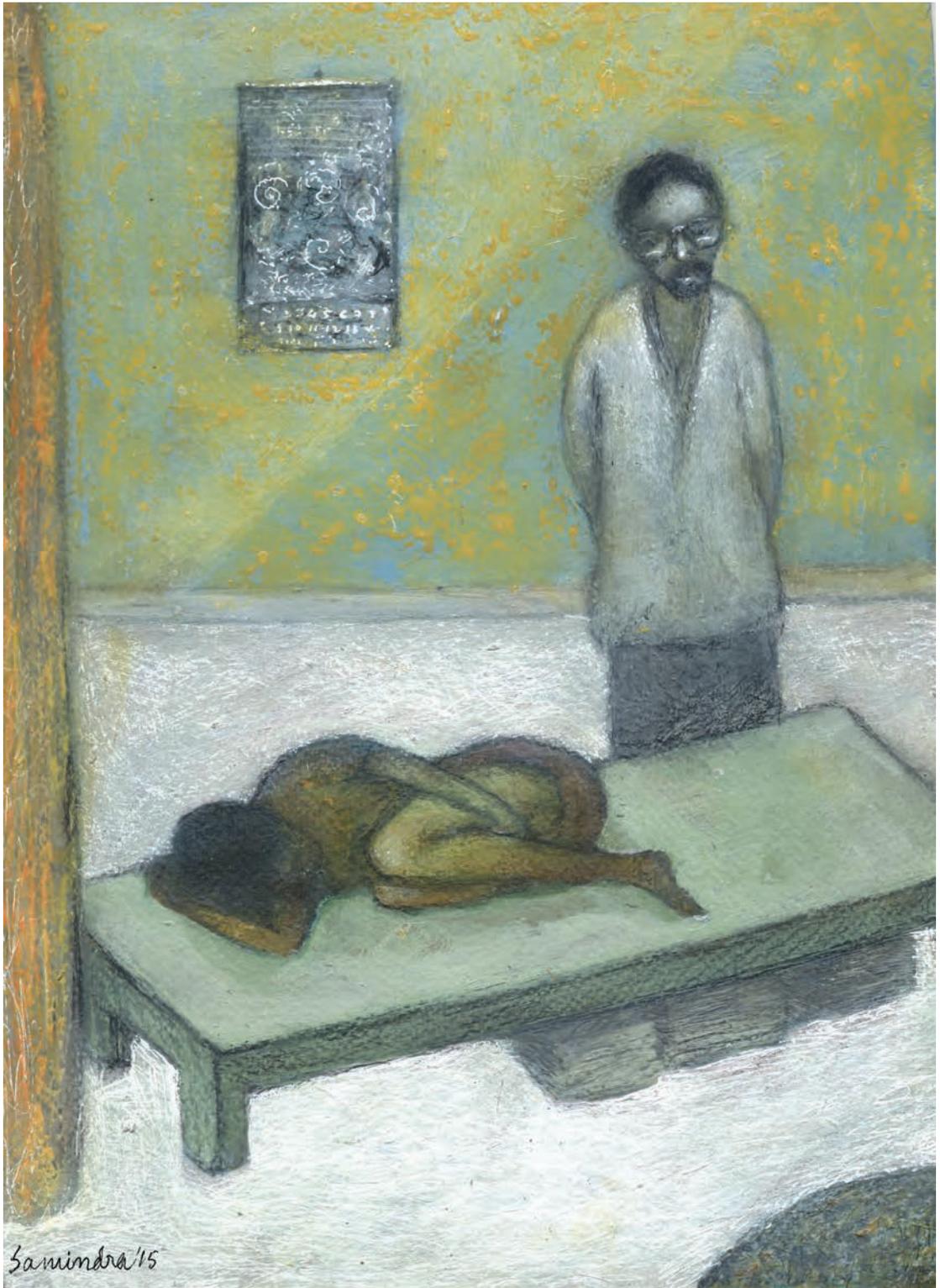
Father asked him, "Have you no school today?"

"Headache," Swami replied.

"Nonsense! Dress up and go."

"Headache!"

"**Loaf** about less on Sundays and you will be without a headache on Monday."

Swami knew how strict his father could be. So he changed his tactics. "I can't go so late to the class."

"You'll have to. It is your own fault."

"What will the teacher think if I go so late?"

"Tell him you had a headache and so are late."

"He will scold me if I say so."

"Will he? Let us see. What is his name?"

"Samuel."

"Does he always scold the students?"

"He is a very angry man. He is especially angry with boys who come in late. I wouldn't like to go late to Samuel's class."

" If he is so angry, why not tell your headmaster about it?"

"They say that even the headmaster is afraid of him."

Word nest

shudder : shaking of body caused by fear

loaf : move around in an idle manner

Comprehension exercises

1. Choose the correct alternative to complete the following sentences:

   (a) With a shudder Swami realized that it was

   (i) Friday

   (ii) Thursday

   (iii) Wednesday

   (iv) Monday

   (b) When Swami ought to have been in the school prayer hall, he was lying on the

   (i) bench

   (ii) table

   (iii) bed

   (iv) desk

(c) According to Swami, Samuel is especially angry with boys who are

(i) absent

(ii) late

(ii) inattentive

(ii) undisciplined

2. Fill in the chart with information from the text:

(a) time when Swami complained of a headache	
(b) person who ordered Swami to dress up and go to school	
(c) name of the teacher mentioned by Swami	

3. State whether the following statements are True or False. Provide sentences/ phrases/words in support of your answer:

(a) Swami said that he had a headache. ☐

Supporting statement: ____

(b) Swami was lying in his father's room. ☐

Supporting statement: ____

(c) According to Swami, the headmaster was not afraid of Samuel. ☐

Supporting statement: ____

Read the following:

Unit 2

Swami hoped that with this his father would be made to see why he must avoid school for the day. But Father's behaviour took an unexpected turn. He proposed to send a letter with Swami to the headmaster. No amount of protest from Swami would make him change his mind.

By the time Swami was ready to leave for school, Father had composed a long letter to the headmaster. He put it in an envelope and sealed it.

"What have you written, Father?" Swami asked **apprehensively**.

'Nothing for you. Give it to your headmaster and go to your class."

"Have you written anything about our teacher Samuel?"

"Yes. Plenty of things."

"What has he done, Father?"

"Everything is there in the letter. Give it to your headmaster."

Swami went to school feeling that he was the worst boy on earth. His conscience bothered him. He wasn't at all sure if his description of Samuel had been accurate. He felt he had mixed up the real and the imagined.

Swami stopped on the roadside to make up his mind about Samuel. Samuel was not such a bad man after all. Personally he was much more friendly than the other teachers. Swami also felt Samuel had a special regard for him.

Swami's head was **dizzy** with confusion. He could not decide if Samuel really deserved the allegations made against him in the letter. The more he thought of Samuel, the more Swami grieved for him. To recall Samuel's dark face, his thin moustache, unshaven cheek and yellow coat filled Swaminathan with sorrow.

Word nest

apprehensively : in a manner which expresses worry that something unpleasant may happen

dizzy : imbalanced and undecided state of mind

Comprehension exercises

4. Choose the correct alternative to complete the following sentences:
   (a) Father decided to send the headmaster a
      (i) telegram
      (ii) notice
      (iii) letter
      (iv) report

(b) While going to school Swami was bothered by

   (i) conscience

   (ii) headache

   (iii) toothache

   (iv) fever

(c) The colour of Samuel's coat was

   (i) black

   (ii) blue

   (iii) white

   (iv) yellow

5. Complete the following sentences with information from the text:

   (a) Father's behaviour took an ________________________________

   (b) Swami went to school feeling ________________________________

   (c) Swami stopped on the roadside to ____________________________

6. Answer the following questions:

   (a) Where did Father put the letter?

   (b) What did Swami fail to decide about Samuel?

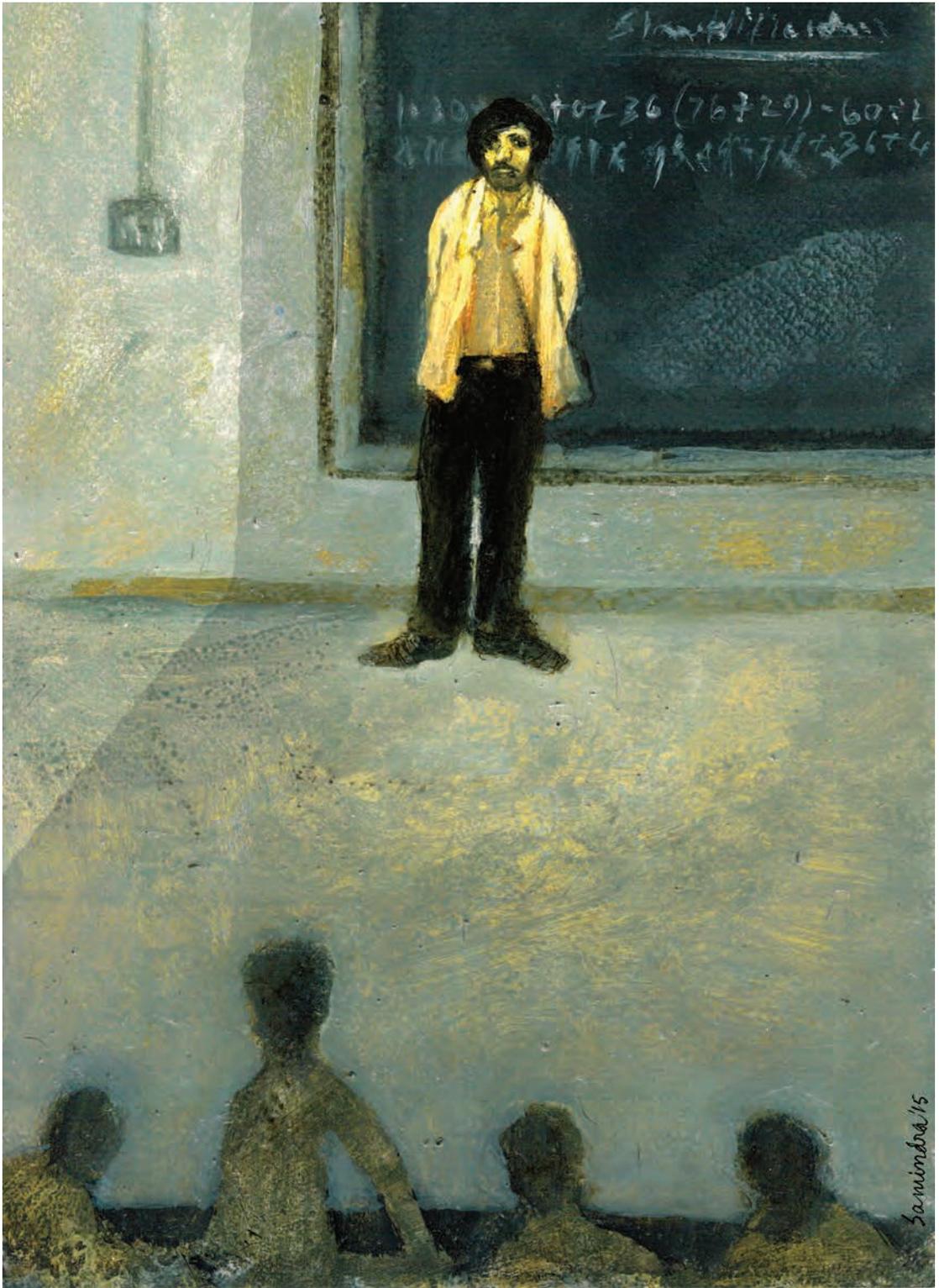
   (c) How did Samuel look?

Read the following:

Unit 3

As he entered the school gate, an idea occurred to him. He would deliver the letter to the headmaster at the end of the day. There was a chance Samuel might do something during the course of the day to justify the letter.

Swami stood at the entrance to his class. Samuel was teaching arithmetic. He looked at Swami. Swami hoped Samuel would scold him severely.

"You are half an hour late," Samuel said.

“I have a headache, sir.” Swami said.

“Then why did you come at all?”

This was an unexpected question from Samuel.

Swami said, “My father said I shouldn’t miss school, sir.”

Samuel looked impressed. “Your father is quite right. We want more parents like him.”

“Oh, you poor man!” Swami thought, “you don’t know what my father has done to you.”

“All right, go to your seat.”

Swami sat down, feeling sad. He had never met anyone as good as Samuel.

The teacher was inspecting the home lessons. To Swami’s thinking, this was the time when Samuel got most angry. But today Samuel appeared very gentle.

“Swaminathan, where is your homework?”

“I have not done my homework, sir,” Swami said.

“Why— headache?” asked Samuel.

“Yes, sir.”

“All right, sit down,” Samuel said.

When the bell rang for the last period at 4.30, Swami picked up his books and ran to the headmaster’s room. He found the room locked. The peon told him the headmaster had gone on a week’s leave. Swaminathan ran away from the place.

As soon as he entered home with the letter, Father said, “I knew you wouldn’t deliver it.”

“But the headmaster is on leave,” Swami said.

Father **snatched** the letter away from Swami and tore it up.

“Don’t ever come to me for help if Samuel scolds you again. You deserve your Samuel,” he said.

Word nest

snatched : took away forcibly

Comprehension exercises

7. Choose the correct alternative to complete the following sentences:

   (a) When Swami entered the class, Samuel was teaching
      (i) history
      (ii) arithmetic
      (iii) science
      (iv) geography

   (b) Swami was late to school by
      (i) half an hour
      (ii) an hour
      (iii) two hours
      (iv) three hours

   (c) The headmaster was on a leave for one
      (i) day
      (ii) month
      (iii) year
      (iv) week

8. Complete the following sentences with information from the text:

   (a) As Swami entered the school gate, ___________________________________

   (b) Swami stood at ____

   (c) Father snatched the letter away from Swami and _______________________

9. Fill in the chart with information from the text:

Cause	Effect
(a)	(a) Swami did not do his homework.
(b) Swami never met anyone as good as Samuel.	(b)
(c)	(c) Swami could not deliver the letter.

Grammar in use

10. Choose the correct alternative to complete the following sentences:
    (a) Rina (take/takes/took) the bus to school everyday.
    (b) Last Monday, while we (was watching/have been watching/were watching) the television, the electricity went off.
    (c) By this time tomorrow they (will have left/will have leave/will had left).

11. Fill in the blanks with appropriate articles and prepositions:

Arifa, the younger _______________ the two girls, has cracked IIT, while ____________ older one is _________________ engineer __________________ a multinational company.

Writing activities

Read the following letter carefully:

The Editor

The Statesman

4, Chowringhee Square

Kolkata-700001

Sub: Irregular clearance of garbage

Sir,

Through your esteemed daily, I would like to express my concern about irregular clearance of garbage in my locality that has made the lives of the people living here unbearable. The environment of the locality has become unhygienic. The garbage bins and the pavements are overflowing with heaps of waste. The uncollected garbage is left to rot and the air is filled with foul smell. This is also creating health hazards. The locality has become a breeding ground of mosquitoes and flies that spread diseases like cholera and malaria. Some residents suffering

from such diseases have already been hospitalized. If measures are not immediately taken for regular removal of garbage in the area, then the spread of diseases might rise to alarming proportions.

I would therefore, on behalf of the residents of the locality, request the authorities to arrange for regular disposal of garbage.

Thanking you.

Yours sincerely,

Ranjan Ghosh

16, Panchanantala Lane

Howrah - 711312

23rd May, 2015

A letter to the Editor of a newspaper is a formal letter usually read by a large number of people. It should be to the point, clear and brief. It generally has eight parts:

- To whom you are addressing the letter (name, designation and address of the addressee)
- Subject of the letter in brief
- Greeting/ salutation
- Body of the letter
- Subscription
- Signature/ name of the person writing the letter
- The writer's address
- Date

12. Write a letter to the editor of a newspaper (within 100 words) about the problems faced by commuters due to reckless driving of public vehicles.

Lesson 2

Fable

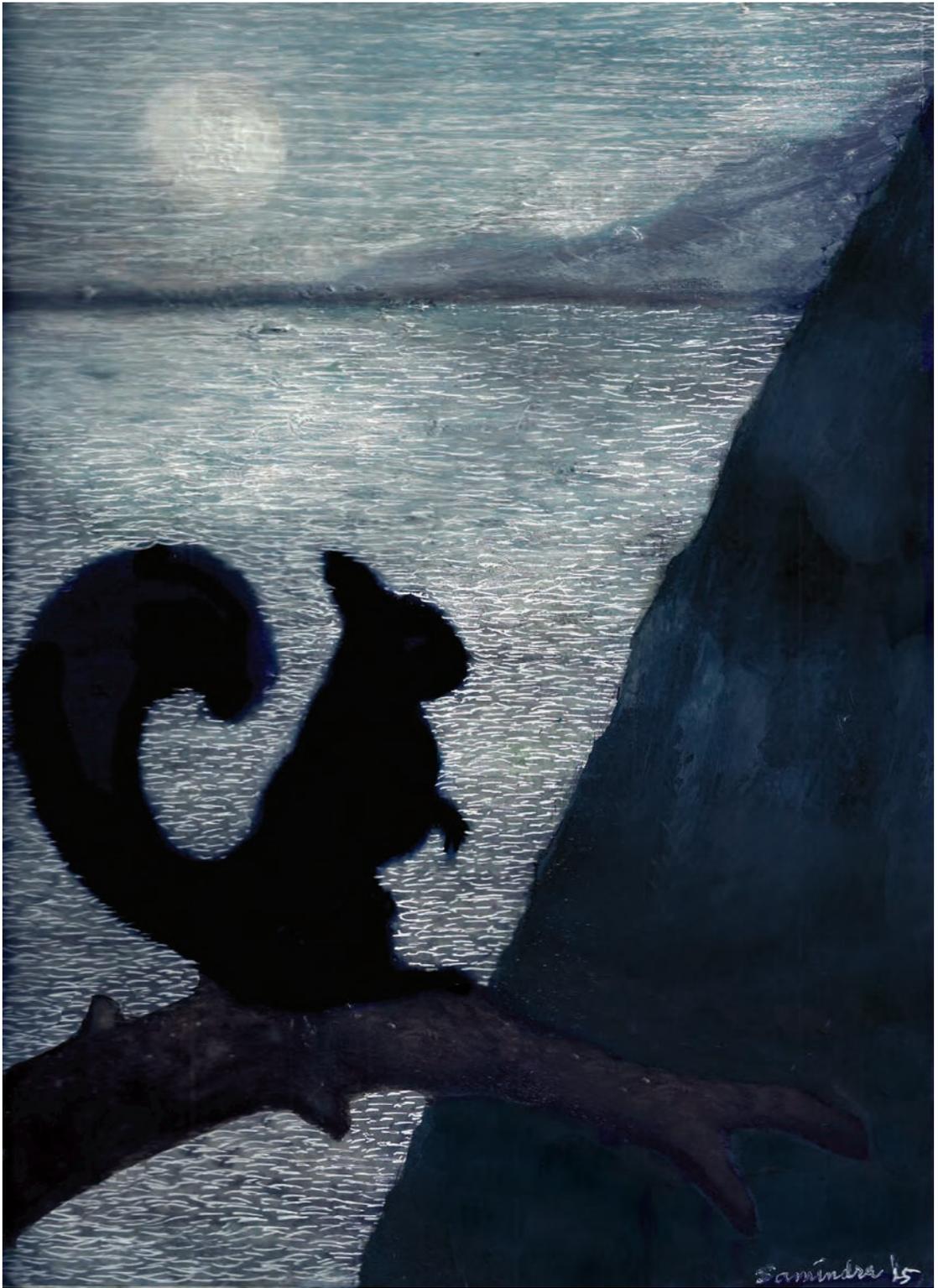
Ralph Waldo Emerson

The author and the text:

Ralph Waldo Emerson (1803-1882) was an American essayist, lecturer, and poet. His famous poems include 'Concord Hymn' and 'Brahma'.

The poem describes a conversation between the squirrel and the mountain. The squirrel points out that in this world every being, living or non-living, big or small, have their individual reasons for existence.

Read the following poem:

The mountain and the squirrel
Had a quarrel:
And the former called the latter 'Little **Prig**.'
Bun replied,
'You are doubtless very big;
But all sorts of things and weather
Must be taken in together,
To make up a year
And a sphere.
And I think it no disgrace
To occupy my place.
If I'm not so large as you,
You are not so small as I,
And not half so **spry**.
I'll not deny you make
A very pretty squirrel track;
Talents differ; all is well and wisely put;
If I cannot carry forests on my back,
Neither can you crack a nut.'

Word nest

prig : one who puts on an appearance of being morally correct

bun : squirrel

spry : full of life and energy

Comprehension exercises

1. Choose the correct alternative to complete the following sentences:

   (a) The quarrel was between the mountain and the
      (i) rabbit
      (ii) rat
      (iii) cat
      (iv) squirrel

   (b) Bun has no doubt that the mountain is
      (i) small
      (ii) big
      (iii) noble
      (iv) kind

   (c) Unlike a mountain, a squirrel can crack a
      (i) nut
      (ii) joke
      (iii) stone
      (iv) lock

2. State whether the following statements are True or False. Provide sentences/ phrases/words in support of your answer:

   (a) The mountain called the squirrel "Little Bun". ☐

      Supporting statement: ________________________________

   (b) The squirrel is sprier than the mountain. ☐

      Supporting statement: ________________________________

(c) The mountain can carry forests on its back. ☐

Supporting statement: ______________________________

3. Answer the following questions:

   (a) Who had a quarrel with the squirrel?

   (b) What is not a disgrace to the squirrel?

   (c) What is it that the squirrel doesn’t deny?

Grammar in use

4. Replace the underlined words with suitable phrasal verbs from the list given below. Change the form of verbs where necessary. There is one extra phrasal verb in the list:

   (a) Rabi met his friend in the park.

   (b) Tanushree cannot tolerate cruel behaviour to animals.

   (c) His proposal was rejected.

   List: turn down, come over, put up with, come across

5. Change the voice of the following sentences:

   (a) Lock the door.

   (b) Ashim knows the solution to this problem.

   (c) I had written a letter.

Writing activities

6. Write a letter to your friend (within 100 words) advising her / him to visit the public library in her / his locality as frequently as possible.

7. Write a paragraph (within 100 words) on the benefits of early morning exercises using the following points:

   good for health— fresh air— keeps one active throughout the day

Lesson 3

The Passing Away of Bapu

Nayantara Sehgal

The author and the text:

Nayantara Sehgal(1927-) is one of the first female Indian writers in English to receive wide recognition. Her fiction deals with India's response to the crisis brought about by political changes. She won the Sahitya Academy award in 1986 for her novel *Rich like Us*.

The text, an extract from Nayantara Sehgal's memoir *Prison and Chocolate cake*, recounts the incidents following the death of Gandhiji. It vividly describes not only the author's personal sense of loss, but also the collective grief of the entire nation at the passing away of Mahatma Gandhi.

Read the following:

Unit 1

I was having tea at home on the evening of 30th January, 1948, when I was called to Birla house by an urgent telephone. Gandhiji had been shot on his way to a prayer meeting. I was numb with shock as I got into the car.

At the Birla House, Gandhiji's relatives and followers had gathered round his body. There was silence in the room as Gandhiji breathed his last. Words of Bapuji's death had spread through Delhi like a flame fanned by wind. Sad groups of men and women had collected around Birla House. Out of every window one could see a brown blur of faces. They did not make a sound. There was an unnatural silence. It was as if time stood still for those few minutes.

The people were too stunned to speak in the beginning. Later they **clamoured** wildly, shouting and crying. They **jostled** one another in a stampede to break into the house. They calmed a little when it was announced that they would be allowed to see Gandhiji before the funeral.

When one is faced with the shock of a loved one's death, one **whimpers**: "What will become of me now that he has left me?" This was surely the question uppermost in the mind of the mourning people. They looked like lost children. It was the question in many of our hearts as we sat, still shocked and unbelieving. We listened to the broadcast telling the people of India that their Bapu was no more.

Word nest

clamoured : demanded loudly

jostled : forced one's way by pushing

whimpers : makes low, crying noises

Comprehension exercises

1. Choose the correct alternative to complete the following sentences:

   (a) Gandhiji had been shot on his way to

   (i) the Birla House

   (ii) the author's house

   (iii) a prayer meeting

   (iv) a family gathering

   (b) The author came to know of Gandhiji's death by

   (i) a letter

   (ii) a telephone call

   (iii) a telegram

   (iv) a public broadcast

(c) When one is faced with the shock of a loved one's death, one

(i) whimpers

(ii) laughs

(iii) claps

(iv) shouts

2. Fill in the chart with information from the text:

(a) date on which Gandhiji was shot dead	
(b) place where Gandhiji breathed his last	
(c) information given by the broadcast	

3. State whether the following statements are True or False. Provide sentences/ phrases/words in support of your answer:

(a) The author received an urgent telephone call in the morning. [ ]

Supporting statement: ________________________________

(b) People attempted to break into the Birla House. [ ]

Supporting statement: ________________________________

(c) The news of Gandhiji's death did not shock the people. [ ]

Supporting statement: ________________________________

Read the following:

Unit 2

Gandhiji's funeral was to take place the day after his death. Hours in advance, people lined the route the funeral procession was to follow. Padmasi, Mrs Naidu's daughter, spoke for us all when she said simply: we will walk. It is the last time we shall be walking with Bapu.

It was an agonizing walk. Thousands silently watched the procession. Bapu lay on an open truck covered with flowers. Thousands of people wept, trying to touch Bapu's feet. It was impossible to move in the thick crowd.

As I moved forward slowly I understood I was not merely in the midst of grieving people. This was even more than the funeral procession of India's beloved leader. I was among people for whom walking with Bapu had a special meaning. We had walked with Bapu over the rough and smooth of India's recent history. We could not now accept the fact that the man who had led us over many difficult paths, was never going to walk with us again. Bapu's slight figure had walked, **staff** in hand, over a large part of India. To walk is to make slow progress. It is to think with **clarity** and closely look at all that is around you, from small insects to the horizon in the distance. Moreover, to walk was often the only way open to the average Indian. It required no vehicle except his own body and cost him nothing but his energy. Gandhiji took this necessity, as he took much that was **commonplace** and transformed it into a joyful effort.

Word nest

staff : walking-stick

clarity : ability to clearly think about or understand something

commonplace : ordinary

Comprehension exercises

4. Choose the correct alternative to complete the following sentences:

   (a) Gandhiji's funeral was to take place

   - (i) on the day of his death
   - (ii) two days after his death
   - (iii) one day after his death
   - (iv) a week after his death

   (b) Padmasi was Mrs. Naidu's

   - (i) niece
   - (ii) sister
   - (iii) friend
   - (iv) daughter

(c) While walking, Bapu used to carry in his hand a/an

    (i) flag

    (ii) staff

    (iii) umbrella

    (iv) cane

5. Complete the following sentences with information from the text:

    (a) Thousands of people wept, trying ______________________________

    (b) The author was among people for whom walking ____________________

    (c) To walk is to ____

6. Fill in the chart with information from the text:

Statement	Reason
(a) It was impossible to move.	
(b) Padmasi declared that they would walk with Gandhiji in the funeral procession.	
(c) To walk was often the only way open to the average Indian.	

Read the following:

Unit 3

Some days after the funeral, a special train took Gandhiji's ashes to Allahabad. The compartment was **decked** with flowers. People on the train sang *bhajans*. People did not weep anymore for they could feel Gandhiji's presence amid the flowers and the songs. At every station sorrowful crowds filled the platform. Amid song and prayer the train reached Allahabad. The ashes were immersed in the Ganges where a huge crowd had gathered at the bank. Afterwards we all went back to Delhi.

Back in Delhi, I felt at sea. I had not directly walked with Gandhiji, gone to prison at his call or made any sacrifice for my country. My sisters and I, and other young people like me, had been merely onlookers. But still I felt at sea. I felt I had grown up within a magic circle. With Bapu's passing away, I felt the magic circle had vanished, leaving me unprotected.

With an effort I roused myself. I asked myself—had Bapu lived and died for nothing? How could I so easily lose courage when he was no longer there? My values were not so weak. Millions of people would have been ordinary folk but for Bapu. He brought them out of **indifference** and awakened them to one another's suffering. What if now Bapu is gone? We were still there, young, strong and proud to bear his banner before us.

Bapu had passed away but his India would continue to live in his children.

Word nest

decked : decorated

indifference : lack of interest

Comprehension exercises

7. Choose the correct alternative to complete the following sentences:

   (a) Gandhiji's ashes were taken to

   (i) Ahmedabad

   (ii) Allahabad

   (iii) Delhi

   (iv) Benaras

   (b) A huge crowd had gathered by the

   (i) Ganges

   (ii) Yamuna

   (iii) Brahmaputra

   (iv) Narmada

(c) Gandhiji awakened people to one another's
   (i) indifference
   (ii) jealousy
   (iii) suffering
   (iv) greed

8. Complete the following sentences with information from the text:
   (a) People on the special train ______________________________________
   (b) The author felt she had grown up within ___________________________
   (c) Bapu had passed away but _____________________________________

9. Fill in the chart with information from the text:

Cause	Effect
(a)	People did not weep anymore.
(b) The magic circle vanished.	
(c)	The author felt that she wouldn't lose courage so easily.

Grammar in use

Read the following pairs of sentences:

1. Men and women were sad. They collected around Birla House.
2. Gandhiji is a great leader. He is known as the Father of the Nation.
3. The people were stunned. They could not speak in the beginning.
4. The funeral was over. The narrator returned to Delhi.
5. The ashes were immersed in the Ganges. Then the sun set.
6. We listened to the broadcast. We realized that Bapu was no more.

Now, read the following sentences:

1. **Being** sad, men and women collected around Birla House. (participle)
2. Gandhiji, **Father of the nation**, is a great leader. (phrase in apposition)
3. The people were too stunned **to speak** in the beginning. (infinitive)
4. The **funeral over**, the narrator returned to Delhi. (nominative absolute)
5. The ashes were immersed in the Ganges **by sunset**. (adverbial phrase)
6. **On listening** to the broadcast, we realized that Bapu was no more. (preposition with a gerund)

Here we see that two or more simple sentences can be joined into a single simple sentence by using a participle, noun or phrase in apposition, infinitive, nominative absolute, adverb or adverbial phrase and preposition with a gerund.

10. Join the following pairs of sentences into single sentences as directed:
    (a) I saw a snake. I ran away.(use participle)
    (b) He learns music. He listens to the chords. (use preposition with gerund)
    (c) Gold is a precious metal. It is used to make ornaments. (use noun in apposition)
    (d) Ramu has some money. He can buy books. (use infinitive)
    (e) The sky was cloudy. We postponed our journey. (use nominative absolute)
    (f) The boy wrote the answer. The answer was incorrect. (use adverbial phrase)

Read the following pairs of sentences:

1. I was filled with sadness. I was numb with shock.
2. We heard of Bapu's death. We could not accept the fact.

3. They did not make a sound. They did not stir.
4. People did not weep anymore. They could feel Gandhiji's presence amid the flowers and the songs.

Now, read the following sentences:

1. I was **not only** filled with sadness **but also** numb with shock. (cumulative conjunction)
2. We heard of Bapu's death **but** could not accept the fact. (adversative conjunction)
3. **Neither** did they make a sound **nor** did they stir. (alternative conjunction)
4. People did not weep anymore **for** they could feel Gandhiji's presence amid the flowers and the songs. (Illative conjunction)

Here we see that two or more simple sentences can be joined into a single compound sentence by using cumulative conjunctions (adding one statement to the other), adversative conjunctions (express contrast), alternative conjunction (express a choice between two alternatives) and Illative conjunction(based upon drawing inferences from two or more statements).

Note:

'Both', 'and', 'not only... but also' are **Cumulative Conjunctions**. 'But', 'still', 'yet', 'nevertheless', 'however', are **Adversative Conjunctions.** 'Or, 'either...or, 'neither...nor' **are Alternative Conjunctions.** 'Therefore', 'for', 'so', 'as', are **Illative Conjunctions.**

11. Join the following pairs of sentences into single compound sentences as directed:
    (a) The old man is unwell. He cannot go out. (use Illative conjunction)
    (b) He is honest. He is humble. (use cumulative conjunction)
    (c) Sonali cannot write poetry. She keeps on trying. (use adversative conjunction)

(d) Study hard. You will not pass the examination. (use alternative conjunction)

Read the following pairs of sentences:

1. I was not merely in the midst of grieving people. I understood this.
2. It was a walk. It was agonizing.
3. I was having tea at home. It was evening.

Now, read the following sentences:

1. I understand **that I was not merely in the midst of grieving people**. (noun clause)
2. It was a walk **which was agonizing**. (adjective clause)
3. I was having tea at home **when it was evening**. (adverb clause)

Here we see that two or more simple sentences are joined into a single complex sentence by using noun, adjective or adverb clauses. Note that these clauses act as dependent clauses in the joined sentences.

12. Join the following pairs of sentences into single complex sentences as directed:

    (a) Rabindranath Tagore is a famous poet. He won the Nobel Prize. (use adjective clause)

    (b) He returned home. Everyone in the family had fallen asleep. (use adverb clause)

    (c) The sun rises in the east. Everyone knows it. (use noun clause)

13. Join the following pairs of sentences into single sentences as directed:

    (a) It rained hard. The roads were not flooded. (compound sentence)

    (b) He completed his work. He took rest. (simple sentence)

    (c) Rahul is a great singer. He can sing different kinds of songs. (complex sentence)

(d) The time of departure of the train has changed. Alia knew it. (complex sentence)

(e) I do not watch television. I do not listen to the radio. (compound sentence)

(f) The child was short. The child could not pick the guava from the tree. (simple sentence)

Read the following pairs of sentences:

1. I was numb with shock as I got into the car.
2. Bapu had passed away but his India would continue to live in his children.

Sentence 1 carries two ideas:

‘ I was numb with shock’ and ‘ I got into the car’.

It can be split into simple sentences:

- I was numb with shock. I got into the car.

Sentence 2 carries two ideas:

‘Bapu had passed away’ and ‘his India would continue to live in his children’.

It can be split into simple sentences:

- Bapu had passed away. His India would continue to live in his children.

Sentences are split according to the ideas present in the sentences.

Now, read the following sentences:

1. It was the question in many of our hearts as we sat, still shocked.
2. There was silence in the room as Gandhiji breathed his last.

Sentence 1 carries two ideas. The first idea is ‘ It was the question in many of our hearts’ and the second idea is ‘we sat, still shocked’. So the sentence can be split in this way:

- It was the question in many of our hearts. We sat, still shocked.

Sentence 2 carries two ideas. The first idea is ‘ There was silence in the room’ and

the second idea is ‘Gandhiji breathed his last’. So the sentence can be split in this way:

- Gandhiji breathed his last. There was silence in the room.

Sentences are split according to the sequence of ideas.

Read the following sentences:

1. Words of Bapuji’s death had spread through Delhi like a flame fanned by wind.
2. Back in Delhi, I felt at sea.

Sentence 1 can be split into two sentences:

- Words of Bapuji’s death had spread through Delhi. Words spread like a flame fanned by wind.

Sentence 2 can be split into two sentences:

- I was back in Delhi. I felt at sea.

The subject ‘It’ and the subject ‘I’ are provided while splitting the sentences.

Thus, sentences are split according to—

(i) the number of ideas,

(ii) the sequence of ideas,

(iii) the subject implied in the sentence.

14. Split the following into two sentences:

(a) It rained and I could not leave my room.

(b) He thought that he could win the race.

(c) Having been informed of the trouble, the Principal left for home.

(d) Nasir, who was the captain of the team, scored a century.

Writing activities

15. Write a biography of Maulana Abul Kalam Azad (within 100 words) based on the hints given below:

    born on 11 November 1888—composed poetry in Urdu—worked as a journalist, protested against British Raj—enthusiastic supporter of Gandhiji's ideas—wrote many books—like 'India wins freedom', 'Ghubar-e-Khatir' etc.—first Education Minister of independent India—birthday celebrated as National Education Day—died on 22 February 1958

16. Use the following flow-chart to write a paragraph (within 100 words) on how a building is constructed:

    drawing of a plan of the building by the architect—getting the plan sanctioned by the corporation or municipal authorities—engaging masons and labourers—starting the construction with bricks, cement and sand—fitting doors and windows—plastering of walls—wiring—electric and water connections—painting—building completed—fit for living

Lesson 4

My Own True family

Ted Hughes

The author and the text:

Edward James 'Ted' Hughes (1930-1998) was a noted English poet, and had been the Poet Laureate of Great Britain from 1984 till his death. His famous works include *Birthday Letters*, *The Hawk in the Rain* and *Tales from Ovid*.

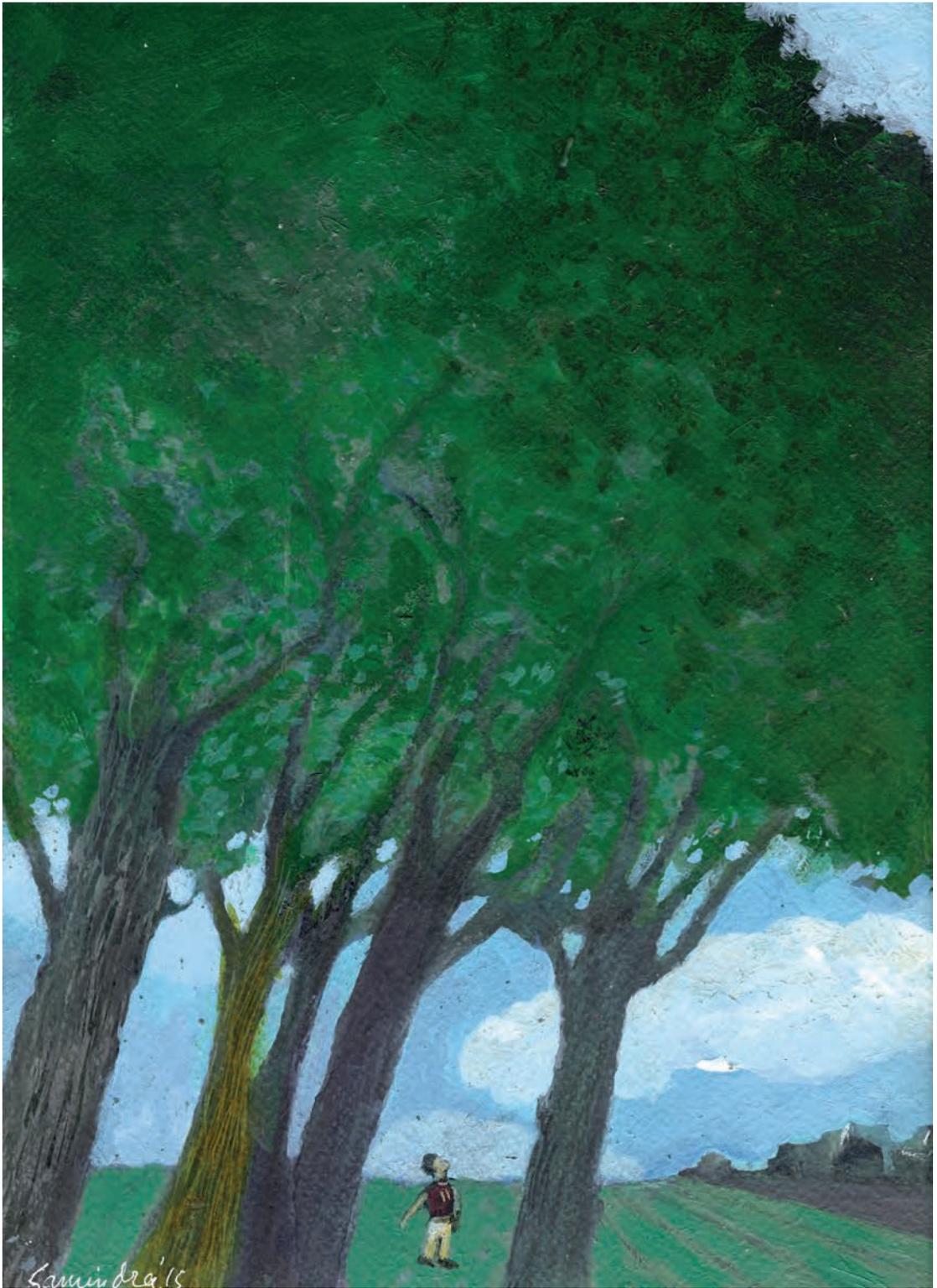
The poem describes the magical experience of a young child in an oakwood, and indicates that human beings and trees should thrive as a single family. It focuses strongly on the need to protect our natural environment for the welfare of man-kind.

Read the following:

Once I crept in an oakwood—I was looking for a **stag**.
I met an old woman there—all **knobbly** stick and rag.
She said: 'I have your secret here inside my little bag.'

Then she began to cackle and I began to quake.
She opened up her little bag and I came twice awake—
Surrounded by a staring tribe and me tied to a stake.

They said: 'We are the oak-trees and your own true family.
We are chopped down, we are torn up, you do not blink an eye.
Unless you make a promise now—now you are going to die.'

'Whenever you see an oak-tree felled, **swear** now you will plant two.
Unless you swear the black oak bark will wrinkle over you
And root you among the oaks where you were born but never grew.'

This was my dream beneath the boughs, the dream that **altered** me.

When I came out of the oakwood, back to human company,

My walk was the walk of a human child, but my heart was a tree.

Word nest

stag : male deer

knobbly : unsteady

swear : promise

altered : changed

Comprehension exercises

1. Choose the correct alternative to complete the following sentences:

   (a) Creeping in an oakwood, the poet was looking for a

   (i) goat

   (ii) rhinoceros

   (iii) stag

   (iv) buffalo

   (b) Whenever an oak tree is felled, the number of trees the poet must plant is

   (i) two

   (ii) three

   (iii) four

   (iv) five

   (c) When the poet came out of the oakwood, his heart was that of a

   (i) stag

   (ii) tree

   (iii) human child

   (iv) old woman

2. State whether the following statements are True or False. Provide sentences/ phrases/ words in support of your answer.

(a) The old woman held the poet's secrets in her little bag. ☐

Supporting statement: ____

(b) The tree tribe said that the poet is bothered to see the chopping down of oak trees. ☐

Supporting statement: ____

(c) The poet never came out of the oakwood. ☐

Supporting statement: ____

3. Answer the following questions:

(a) When did the poet come twice awake?

(b) What would happen to the poet if he failed to make the promise?

(c) What was it that altered the poet?

Grammar in use

4. Change the following into indirect speech:

(a) Rahul asked Dipa, " Will you go to school today?"

(b) Rita said to Ayesha, "Please give me a glass of water."

(c) The old man told the little girl, "May you be happy!"

5. Do as directed:

(a) Ranjan said, "Who does not know the name of Rabindranath?" (Change into affirmative sentence)

(b) Sangeeta runs faster than any other girl in her class. (Rewrite using the positive degree of ‘faster’)

(c) Kaushiki blamed her friend for the trouble. (Rewrite using the noun form of ‘blamed’)

Writing activities

6. Read the following composition carefully:

ABC HIGH SCHOOL

NOTICE

10.07.2015

Music Competition

Students are hereby informed that our school is going to organize an inter-school music competition on 3 September, 2015 in the school auditorium. The competition will be on several categories of music. Students of class VIII to XII can participate in the competition. There will be a screening prior to the competition. Interested students should register their names with the music teacher before 22 July, 2015. The categories in the competition are: Hindustani Classical, Rabindra Sangeet and Folk. A student can compete in any two categories. No registration fee is required for participating in the competition. For any further information the undersigned may be contacted.

Countersigned   sd/

Headmaster   Student-secretary

Cultural Committee

ABC High School

The above piece of writing is called a **Notice.** It has certain features. They are as follows:

- A specific format is used.
- The name of the organization/institution is mentioned.
- The word 'Notice' is written in capitals. Capital letters are also used in the heading for the name of organization/institution and also for the topic of the notice to attract the attention of the readers.
- The date of the notice is written generally on the top right hand corner.
- The caption or topic of the notice should be written.
- The notice is to be signed by the issuing authority and counter-signed by the Head of the institution in case of a school notice.
- The content of the notice should include all specific information in detail.
- The notice should be enclosed within a box.

7. Your school is going to host the Inter-school District Sports Competition. Suppose you are the Secretary of the Sports Club of your school. Write a notice (within 100 words) calling students to participate in the competition. Mention the time, date and venue of the competition. Your notice should be countersigned by the Headmistress/Headmaster of your school.

Lesson 5

Our Runaway Kite

Lucy Maud Montgomery

The author and the text:

Lucy Maud Montgomery(1874-1942) was a Canadian author best known for a series of novels beginning with *Anne of Green Gables*. She wrote numerous novels, poems and short stories. She was made an Officer of the Order of the British Empire in 1935.

This short story is about a brother and a sister living on an isolated island with their father, who, through a series of incidents, get reunited with their long-lost relatives. It is a touching tale that underlines the value of relationships.

Read the following:

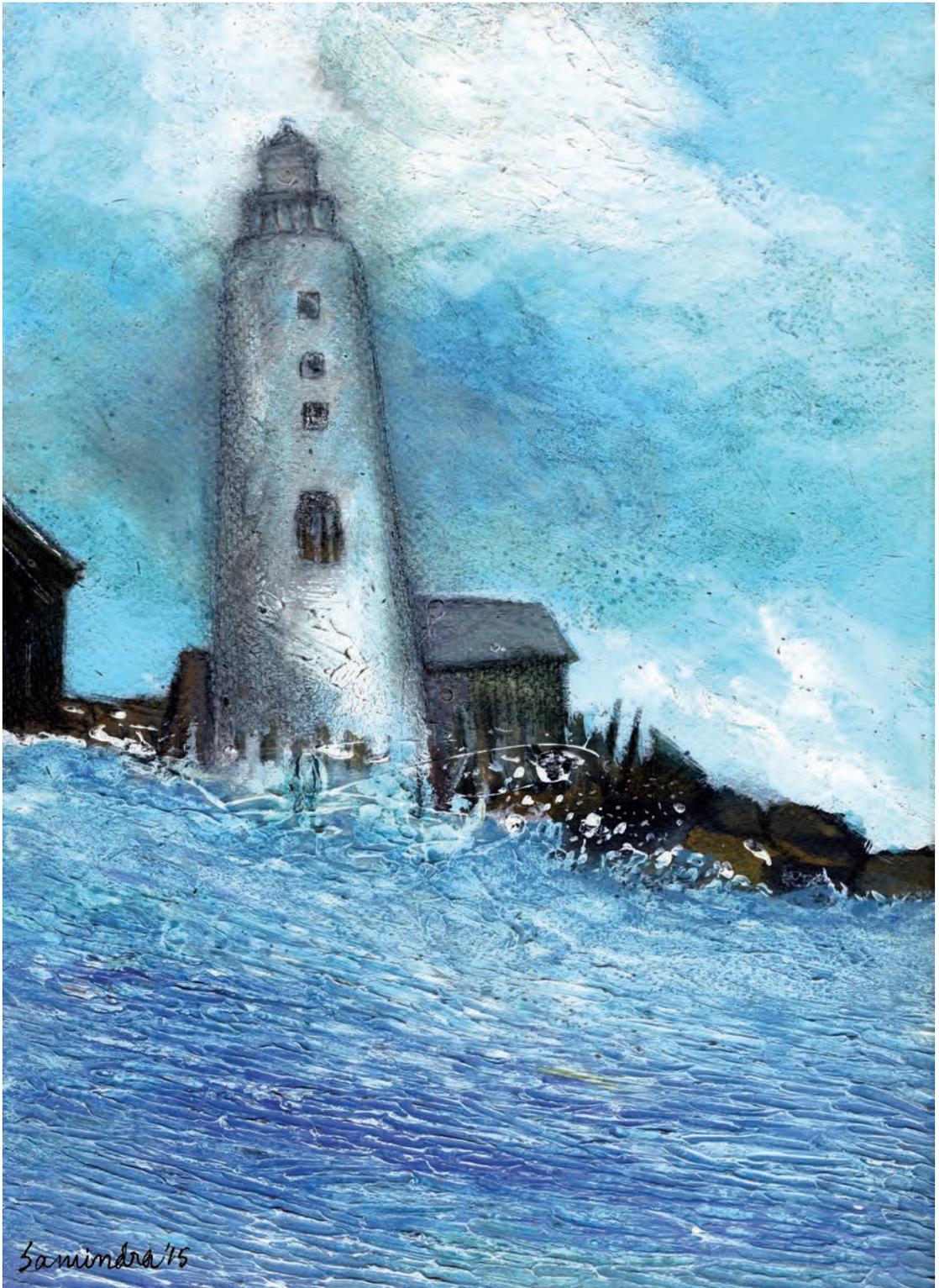
Unit 1

Of course, there was nobody for us to play with on the Big Half Moon. We just had to make the most of each other, and we did.

We live on the Big Half Moon island. 'We' are Father and Claude and I and Aunt Esther and Mimi and Dick. It used to be only Father and Claude and I. It is all on account of the kite that there are more of us. This is what I want to tell you about.

Father is the keeper of the Big Half Moon **lighthouse**. I am eleven years old. Claude is twelve. In winter, when the harbour is frozen over, we all move over to the mainland. As soon as spring comes, back we sail to our own dear island.

The funny part used to be that people always pitied us when the time came for us to return. They said we must be so lonesome over there, with no other children near us. Of course Claude and I would have liked to have someone to play with us. It is hard to run pirate caves and things like that with only two. But we used to quarrel a good deal with the mainland children in winter. So it was perhaps just as well that there were none of them on the Big Half Moon. Claude and I never quarrelled.

Samindra'15

To be sure, Father didn't seem to have any relations except us. This used to puzzle Claude and me. Everybody on the mainland had relations. Why hadn't we? Was it because we lived on an island? We thought it would be so jolly to have an uncle and aunt and some cousins. Once we asked Father about it, but he looked so sorrowful that we wished we hadn't. He said it was all his fault. Claude and I didn't understand what he meant.

Word nest

lighthouse : a tower containing a strong beam of light to guide and warn ships near the coast

Comprehension exercises

1. Choose the correct alternative to complete the following sentences:
   - (a) The keeper of the Big Half Moon Lighthouse is
     - (i) Aunt Esther
     - (ii) Father
     - (iii) Claude
     - (iv) Dick
   - (b) The family moved over to the mainland in
     - (i) summer
     - (ii) spring
     - (iii) monsoon
     - (iv) winter
   - (c) When asked about relations, Father looked
     - (i) happy
     - (ii) angry
     - (iii) sorrowful
     - (iv) irritated

2. Fill in the chart with information from the text:

(a) name of the island	
(b) age of Claude	
(c) the game played by Claude and the narrator	

3. State whether the following statements are True or False. Provide sentences/ phrases/words in support of your answer:

   (i) People felt that Claude and the narrator were lonesome in the island. ☐

   Supporting statement: ____

   (ii) Claude and the narrator quarrelled. ☐

   Supporting statement: ____

   (iii) Nobody on the mainland had relations. ☐

   Supporting statement: ____

Read the following:

Unit 2

It is always lovely on the Big Half Moon in summer. When it is fine, the harbour is blue and calm, with little wind and ripples. Every summer, we had some hobby. The last summer before Dick and Mimi came, we were crazy about kites. A boy on the mainland showed Claude how to make them. Back on the island we made plenty of kites. Claude would go around to the other side of the island and we would play shipwrecked mariners signalling to each other with kites.

We had a kite that was big and covered with lovely red paper. We pasted gold **tinsel** stars all over it and had written our names full on it—Claude Leete and Philippa Leete, Big Half Moon lighthouse.

One day there was a grand wind for kite-flying. I'm not sure how it happened, but as I was bringing the kite from the house, I tripped and fell over the rocks. My elbow went clear through the kite, making a big hole.

We had to hurry to fix the kite if we wanted to send it up before the wind fell. We rushed into the lighthouse to get some paper. We knew there was no more red paper. We took the first thing that came handy—an old letter lying on the bookcase in the sitting room. We patched the kite up with the letter, a sheet on each side and dried it by the fire. We started out, and and up went the kite like a bird. The wind was glorious and it soared. All at once—snap! And there was Claude, standing with a bit of cord in his hand, looking foolish. Our kite had sailed away over to the mainland.

Word nest

tinsel : strips of shiny material used for decoration

Comprehension exercises

4. Choose the correct alternative to complete the following sentences:

   (a) In summer the Big Half Moon is always

      (i) lovely

      (ii) unpleasant

      (iii) boring

      (iv) dull

   (b) Back on the island, Claude and the narrator made plenty of

      (i) puppets

      (ii) masks

      (iii) kites

      (iv) envelopes

(c) The kite was patched with a

 (i) newspaper

 (ii) letter

 (iii) envelope

 (iv) card

5. Complete the following sentences with information from the text:

 (i) A boy on the mainland showed ______________________________

 (ii) On the kite Claude and the narrator pasted_____________________

 (iii) Claude was standing with ___________________________________

6. Fill in the chart with information from the text:

Statement	Reason
(a) The narrator's elbow went through the kite.	
(b) Claude and the narrator hurried to fix the kite.	
(c) The kite soared.	

Read the following:

Unit 3

A month later a letter came for Father. After he finished reading it, his eyes looked as if he had been crying. "Do you want to know what became of your kite?" he said. Then he sat down beside us and told us the whole story.

Father had a brother and a sister. He had quarrelled with his brother and left home. Years afterward, he felt sorry and when he went back, he found his brother had died and he couldn't find his sister.

The letter father had just received was from his sister, Aunt Esther, mother of Dick and Mimi. She was a widow who lived hundreds of miles inland. One day when Dick and Mimi were out in the woods, they discovered the kite on the top of a tree and carried it home. When their mother saw the kite patched with the letter, she turned pale. It was the very letter she had once written to her brother. Philippa was her mother's name and Claude was her father's. She knew who we must be. So she sat down and wrote to Big Half Moon and Father received her letter.

Next day, Father went and brought Aunt Esther and Dick and Mimi with him. They have been here ever since. Aunt Esther is a dear and Dick and Mimi are too **jolly** for words.

But the best of it all is that we have relations now!

Word nest

jolly : happy and cheerful

Comprehension exercises

7. Choose the correct alternative to complete the following sentences:
   (a) A letter came for father after a
      (i) day
      (ii) week
      (iii) fortnight
      (iv) month
   (b) Father left home after quarrelling with his
      (i) brother
      (ii) sister
      (iii) aunt
      (iv) uncle

(c) Dick and Mimi discovered the kite on the top of a

(i) roof

(ii) tree

(iii) lighthouse

(iv) light post

8. Fill in the chart with information from the text:

(a) person who sent the letter	
(b) name of Aunt Esther's mother	
(c) total number of family members in the narrator's family at present	

9. Answer the following questions:

(a) What did Father find when he went back home years afterward?

(b) Where did Aunt Esther live?

(c) Why did Aunt Esther turn pale?

Grammar in use

Read the following sentences:

1. Why hadn't we?
2. Was it because we lived in an island?

In sentence 1, the question is formed by using the wh-word 'why'. In sentence 2, the question is formed by using the verb 'was'.

Questions that are formed by using wh-words like why, what, when, where, which, who, whose, whom, how are called **Wh-questions**.

Questions that are formed by using verbs are called **Interrogative sentences**.

Now, read the following sentences:

(1) What is your name?

(2) How are you?

(3) Do you read in class X?

(4) Can you come to my house tomorrow?

The question numbers (1) and (2) cannot have 'Yes' or 'No' as answers.

The question numbers (3) and (4) will have 'Yes' or 'No' as answers.

Questions that do not have 'Yes' or 'No' as answers are called **Information Questions**.

Questions that have 'Yes' or 'No' as answers are called **Simple Questions**.

Read the following sentences:

1. Where was Tagore born?
2. Does your brother read in class II?

In sentence (1) the question is formed by placing the wh-word at the beginning of the sentence followed by the auxiliary verb and the subject. In sentence (2) the auxiliary verb is placed before the subject to form the question.

Wh-questions or Information questions are formed by placing the wh-word in the beginning followed by the auxiliary verb, the subject and complement.

Thus, the structure of the Wh-Question or Information Question is :

Wh-word + Auxiliary verb + Subject + Complement

Interrogative sentences or simple questions are formed by placing the auxiliary verb in the beginning followed by the subject and complement.

Thus, the structure of the Interrogative statements or simple question is:

Auxiliary verb + Subject + Complement

10. Change the following sentences into questions, as directed:
    - (a) Shankha lives in Alipurduar. (Information question using 'where')
    - (b) They have gone to a picnic. (Interrogative sentence using 'where')
    - (c) I went to school yesterday. (Simple question using 'did')
    - (d) Tia studies in class X. (Information question using 'which')

Writing activities

11. Suppose your bicycle has a sudden tyre puncture on your way to school. You have taken the cycle to a repair shop. Write an imaginary dialogue (within 100 words) between the shopkeeper and you.
12. Write a story (within 100 words) using the given hints. Give a title to the story.

crow sitting on a tree — piece of meat in its beak — fox passing under the tree — wants the meat — asks the crow to sing — crow keeps meat under its feet and sings — fooled, fox leaves

Lesson 6

Sea Fever

John Masefield

The author and the text:

John Edward Masefield (1878-1967) was an English poet, writer, and Poet Laureate of the United Kingdom from 1930 till his death. He is also remembered as the author of the childrens' novels *The Midnight Folk* and *The Box of Delights*.

The poem speaks of the excitement the poet feels at the anticipation of a sea-voyage. The passionate description of the seascape reveals the eternal desire of man to seek the splendour of nature.

Read the following:

I must go down to the seas again, to the lonely sea and the sky,

And all I ask is a tall ship and a star to **steer** her by;

And the wheel's kick and the wind's song and the white sail's shaking,

And a grey mist on the sea's face, and a grey dawn breaking.

I must go down to the seas again, for the call of the running tide

Is a wild call and a clear call that may not be denied;

And all I ask is a windy day with the white clouds flying,

And the flung spray and the blown **spume**, and the sea-gulls crying.

I must go down to the seas again, to the vagrant gypsy life,

To the gull's way and the whale's way where the wind's like a **whetted** knife;

And all I ask is a merry **yarn** from a laughing **fellow-rover**,

And quiet sleep and a sweet dream when the long **trick**'s over.

Word nest

steer	:	to control the direction of movement
spume	:	foam
whetted	:	sharpened
yarn	:	tale
fellow-rover	:	accompanying sailor
trick	:	journey

Comprehension exercises

1. Choose the correct alternative to complete the following sentences:

   (a) The poet asks for a sail the colour of which would be

   (i) blue

   (ii) grey

   (iii) black

   (iv) white

   (b) While going down to the sea, the poet wants to hear the crying of

   (i) seagulls

   (ii) cuckoos

   (iii) eagles

   (iv) swallows

   (c) The wind on the sea is like a whetted

   (i) sword

   (ii) axe

   (iii) knife

   (iv) spear

2. State whether the following statements are True or False. Provide sentences/ phrases/words in support of your answer:

(a) To steer the ship the poet needs the moon. ☐

Supporting statement: ________________________________

(b) The call of the running tide is wild and clear. ☐

Supporting statement: ________________________________

(c) The poet is going out to the sea for the first time. ☐

Supporting statement: ________________________________

3. Answer the following questions:

(a) During what time of the day does the poet wish to go down to the seas?

(b) What kind of day does the poet prefer for sailing?

(c) What does the poet prefer to hear from a fellow rover?

Grammar in use

4. Do as directed:

(a) What a shocking sight! (change into an assertive sentence)

(b) I am sure of his success. (change into a complex sentence)

(c) Snigdha is not only wise but also brave. (change into a simple sentence)

Writing activities

5. Write a summary of the following passage (within 100 words):

Egyptian kings are called Pharaohs. Tutankhamun was an Egyptian king who ruled between 1332-1323 BC. Tutankhamun was very young when he became the king. He was only ten years old when he ascended the throne. He was the son of Akhenaten who was also a Pharaoh. As the king, Tutankhamun undertook many

building projects. These building projects were centered around Thebes and Karnak. Tutankhamun built many temples and monuments. At that time many temples were in ruins. Tutankhamun ordered them to be rebuilt. Tutankhamun had various physical disabilities. He suffered from ill health for a long period in his life. Tutankhamun required the support of a cane to walk because of his physical disabilities.

In ancient Egypt, the body of a Pharaoh was preserved after his death. This preserved body was known as the mummy. The preserved body of Tutankhamun was discovered by Howard Carter, an Englishman. He discovered Tutankhamun's tomb in 1922. The tomb was nearly intact when it was discovered. The discovery of Tutankhamun's tomb attracted wide interest all over the world. The discovery sparked an interest in ancient Egypt.

6. Write a newspaper report (within 100 words) on the incident of burglary in a flat in Kolkata using the following points:

date and place — time — occupants of the house — number of robbers — list of articles stolen — police investigation

Lesson 7

The Cat

Andrew Barton Paterson

The text and the author:

Andrew Barton Paterson (1864-1941) was an Australian poet, journalist and author who wrote extensively on Australian life. His notable works include *Waltzing Matilda* and *The Man from Snowy River.*

The text describes in minute detail the daily activities of cats. The humorous narrative takes us into the world of cats and indicates to us that they may not be the gentle and timid creatures that we take them for.

Read the following:

Unit 1

Most people think that the cat is an unintelligent animal, fond of ease and caring little for anything but mice and milk. But a cat has really more **character** than most human beings, and gets a great deal more satisfaction out of life.

He—or she—is an athlete, an **acrobat** and a **grim** fighter. All day long the cat loafs about the house, takes things easy and allows himself to be pestered by the attentions of the people in the house. To pass the time away he sometimes watches a mouse-hole for an hour or two—just to keep himself from dying of boredom. People get this idea that this sort of thing is all that holds life for a cat. But watch him as the shades of evening fall. You can see the cat as he really is.

Word nest

character : personality
acrobat : one who entertains through difficult physical movements
grim : serious

Comprehension exercises

1. Choose the correct alternative to complete the following sentences:

   (a) Most people think that the cat is

   (i) wise
   (ii) unintelligent
   (iii) clever
   (iv) intelligent

   (b) The cat cares little for anything but mice and

   (i) soup
   (ii) juice
   (iii) water
   (iv) milk

   (c) One can see the cat as he really is in the

   (i) morning
   (ii) night
   (iii) afternoon
   (iv) evening

2. Complete the following sentences with information from the text:

   (a) The cat really has more character than ____________________

   (b) The cat sometimes watches ____________________

   (c) All day long the cat allows himself to be ____________________

3. State whether the following statements are True or False. Provide sentences/ phrases/words in support of your answer:

   (a) The cat is not fond of ease. ☐

   Supporting statement: ____________________

   (b) The cat has no athletic skills. ☐

   Supporting statement: ____________________

   (c) The cat takes things very easily. ☐

   Supporting statement: ____________________

Read the following:

Unit 2

When the family sits down to tea, the cat puts in an appearance to get his share. He purrs noisily and rubs himself against the legs of the family members. If there is a guest at the table the cat is particularly civil to him, because the guest is likely

to have the best of what is offered. Sometimes, instead of giving him something to eat, the guest **stoops** down and strokes the cat, and says, “Poor pussy! Poor pussy!” The cat soon tires of that. He puts up his claw and quietly but firmly **rakes** the guest in the leg. “Ow!” says the guest, “The cat stuck his claws into me!” The delighted family remarks, “Isn’t it sweet of him? Isn’t he intelligent? He wants you to give him something to eat.”

The guest dares not do what he would like to do—kick the cat out of the window. So, with tears of rage and pain in his eyes, he affects to be very much amused, and sorts out a bit of fish from his plate and hands it down. The cat **gingerly** receives it, with a look in his eyes that says, “Another time, my friend, you won’t be so slow to understand.” He purrs as he retires to a safe distance from the guest’s boot before eating his food.

Word nest

stoops : bends

rakes : scratches

gingerly : carefully, without making any noise

Comprehension exercises

4. Choose the correct alternative to complete the following sentences:
   (a) The cat rubs himselfs against the legs of the family members and noisily
      (i) purrs
      (ii) howls
      (iii) barks
      (iv) mews
   (b) With tears of rage and pain in his eyes, the guest affects to be very much
      (i) amused
      (ii) annoyed
      (iii) unhappy
      (iv) upset

(c) The guest hands down the cat a bit of

(i) meat

(ii) fruit

(iii) fish

(iv) vegetable

5. Fill in the chart with information from the text:

a) the guest calls the cat	
b) part of the guest's body that the cat rakes	
c) the thing from which the cat stays at a safe distance	

6. Answer the following questions:

(a) When does the cat make an appearance to get his share of food?

(b) Who is the cat particularly civil to?

(c) How does the cat receive the bit of fish handed down by the guest?

Read the following:

Unit 3

When the family has finished tea, and gathers round the fire, the cat casually goes out of the room. True life now begins for him. He **saunters** down his own backyard, springs to the top of the fence, drops lightly down to the other side. He trots across and skips to the roof of an empty shed. His movement becomes **lithe** and pantherlike. He looks keenly from side to side and moves noiselessly, for he has so many enemies—dogs and small boys with stones.

On top of the shed, the cat arches his back and rakes his claws once or twice through the soft bark of the old roof. He stretches himself a few times to see if every muscle is in full working order. Then, drooping his head nearly to his paws, he sends across a call to his **kindred**. Before long they come, gliding, graceful

shadows. No longer are they the meek creatures who an hour ago were mewing for fish and milk. They are now grim fighters.

Just think how much more he gets out of his life then you do out of yours! And the sports they have, too! As they get older they go in for sport to the suburban backyards. These backyards that are dull to us, are to them hunting grounds where they have more gallant adventure than King Arthur's knights ever had.

It is always spoken as a **reproach** against cats that they are more fond of their home than of the people in it. Naturally, the cat doesn't like to leave his country, the land where all his friends are, and where he knows every landmark. Exiled in a new land, he would have to learn a new geography. So, when the family moves, the cat, if allowed, will stay at the old house and attach himself to the new tenants. He will give them the privilege of boarding him while he enjoys life in his own way.

Word nest

saunters : walks in a slow, relaxed manner

lithe : graceful

kindred : near ones

reproach : blame

Comprehension exercises

7. Choose the correct alternative to complete the following sentences:

   (a) The cat saunters down his own

      (i) courtyard

      (ii) front yard

      (iii) backyard

      (iv) shipyard

(b) The cat skips to the roof of an empty

   (i) room

   (ii) shade

   (iii) floor

   (iv) corridor

(c) Exiled in a new land, the cat would have to learn new

   (i) history

   (ii) manners

   (iii) culture

   (iv) geography

8. Complete the following sentences with information from the text:

   (a) When the family gathers round the fire, the cat ______________________

   (b) The cat droops his head nearly to his paws and ______________________

   (c) Cats go for sport to the suburban backyards as______________________

9. Fill in the chart with information from the text:

Cause	Effect
(a) The cat has many enemies.	
(b)	The cat stretches himself a few times.
(c) The cat knows his friends and every landmark.	

Grammar in use

10. Split the following sentences:
    - (a) They postponed their visit as the programme was called off.
    - (b) Having fought the battle, he returned victorious.
    - (c) He poured some water into the glass and drank it.
    - (d) He was afraid lest he be proved guilty.
11. Join the following pairs of sentences into a single sentence:
    - (a) He is wise. He is brave.
    - (b) My grandfather lives in a big house. The house is by the river.
    - (c) I got a new book. I felt happy.
    - (d) Muskan is sick. She could not attend the function.

Writing activity

12. Suppose you are the Secretary of a club which has decided to open a library. Write a notice (within 100 words) to the members of your club inviting them to actively join this programme by donating books for the library.

Lesson 8

The Snail

William Cowper

The author and the text:

William Cowper(1731-1800) was one of the most popular poets of his times. Cowper changed the direction of 18th century nature poetry by writing about the English countryside and the everyday lives of people. His famous works include *Olney Hymns* and *The Task*.

The poem takes us into the private world of a snail, where it is seen to lead a self-sufficient life. We are allowed to observe, in minute detail, the small yet self-contained world in which a snail lives.

Read the following:

To grass, or leaf, or fruit, or wall
The snail sticks close, nor fears to fall
As if he grew there, house and all,
Together.

Within that house secure he hides
When danger **imminent** betides
Of storm, or other harm besides
Of weather.

Give but his horns the slightest touch,
His self-collecting pow'r is such,
He shrinks into his house with much
Displeasure.

Where'er he dwells, he dwells alone,

Except himself has **chatells** none,

Well satisfied to be his own

Whole treasure.

Word nest

imminent : likely to happen soon

chatells : personal belongings

Comprehension exercises

1. Choose the correct alternative to complete the following sentences:

   (a) With the slightest touch, the snail shrinks into its house with

   (i) displeasure

   (ii) pleasure

   (iii) pain

   (iv) surprise

   (b) In its house, the snail lives with

   (i) parents

   (ii) friends

   (iii) relatives

   (iv) no one

2. State whether the following statements are True or False. Provide sentences/ phrases/words in support of your answer:

   (a) The snail fears to fall from the wall. ☐

   Supporting statement: ________________________________

   (b) The snail comes out of his house during a storm. ☐

   Supporting statement: ________________________________

3. Answer the following questions:

   (a) What does the snail usually stick itself to?

   (b) What makes the snail well-satisfied?

Grammar in use

4. Change the following sentences into questions, as directed:

   (a) Siraj always rises early. (Interrogative sentence using 'does')

   (b) Joyce is the best singer in the class. (Information question using 'who')

   (c) He saw the rainbow. (Interrogative sentence using 'did')

   (d) I go to school by bus. (Information question using 'how')

Writing activity

5. Write a letter (within 100 words) to the editor of an English daily about the disturbances caused by the thoughtless use of loudspeakers.

Teachers' Guidelines

In a multilingual country like India, English acts as a common medium of communication to diverse language groups. The aim of studying English in India is therefore to inculcate Basic Interpersonal Communicative Skills (BICS) among the learners.

The new English textbook for class X, *Bliss*, has an assortment of poems and prose selections highlighting different genres of English literature from all over the world, through which the language skills of the learners are to be developed. The reading materials have been organized for easy comprehension of the learners so that they can ably respond to the given questions. It is anticipated that the oral-aural skills of the learners will be developed through different classroom activities and are to be tested internally through various formative assessments. The new English syllabus also invites the learners to go beyond the periphery of the textbook as recommended in NCF 2005.

In the textbook the language skills and functions are developed in a graded manner. They are as follows:

Lesson1 (*Father's Help*): Learning objectives: reinforcing the ability to use articles, prepositions and tenses appropriately, developing the skill to write letters to newspaper editors on various issues of public concern

Lesson 2 (*Fable*): Learning objectives: reinforcing the ability to transform sentences from active voice to passive voice and vice versa, ability to use appropriate phrasal verbs in sentences, skill to write a paragraph based on given points and also informal letters

Lesson 3 (*The Passing Away of Bapu*): Learning objectives: developing the ability

to join and split sentences, reinforcing the skill to write a process using a flow-chart and also to write a biography based on given points

Lesson 4 (*My Own True Family*): Learning objectives: reinforcing the ability to transform sentences and also to change the form of narration from direct speech to indirect speech, developing the skill to write notices

Lesson 5 (*Our Runaway Kite*): Learning objectives: developing the ability to frame questions, reinforcing the skill to write a story based on given points and to write dialogues

Lesson 6 (*Sea Fever*): Learning objectives: reinforcing the ability to transform sentences, skill to write a newspaper report and to summarise a given passage

Lesson 7 (*The Cat*): Learning objectives : reinforcing the ability to join and split sentences and also to write notices

Lesson 8 (*The Snail*): Learning objectives: reinforcing the ability to frame questions and also to write editorial letters

Syllabus

The following expected competencies are reflected in the syllabus:

skills/functional areas	expected competencies
Listening	Ability to listen to and comprehend a speech, running commentary of a sports event, public announcement
Speaking	Ability to converse in formal and informal situations
Reading	The reading strategies included in the text are: intensive reading, extensive reading, skimming, scanning

skills/functional areas	expected competencies
Writing	newspaper report, summary, notice, biography, story , paragraph, process writing, dialogue, letter (formal and informal)
Grammar	article, preposition, tense, phrasal verb, joining sentences, splitting sentences, voice change, narration change, transformation of sentences involving— (i) degree change (ii) change in parts of speech (iii) transformation of types of sentences (a) simple, compound, complex (b) assertive(affirmative and negative), interrogative, exclamatory, optative
vocabulary	Synonyms from textbook and beyond the textbook content areas

All the activities practised in class IX for the development of listening, speaking, reading and writing skills are to be recapitulated and reinforced.

Distribution of Marks and Question pattern

Testing areas	MCQ 1 mark each	SAQ 1 mark each	LAQ 2 marks each	DAQ 10 marks each	Total marks
(A)Reading Comprehen-sion (Seen)	**Prose:-** No. of ques.=5 **Total:1x5=5** **Poetry:-** No. of ques= 4 **Total: 1x4=4**	**Prose:-** No. of ques.=3 **Total: 1x3=3**	**Prose:-** No. of ques.=2 Total:**2x2=4** **Poetry: -** No. of ques= 2 Total: **2x2=4**	nil	20
(B)Reading Comprehen -sion(Unseen)	No. of ques= 6 **Total: 1x6=6**	No. of ques= 6 **Total: 1x6=6**	No. of ques= 4 **Total: 2x4=8**	nil	20
(C)Grammar & Vocabulary	No. of ques= 3 **Total: 1x3=3**	No. of ques= 9 **Total: 1x9=9**	No. of ques= 4 **Total: 2x4=8**	nil	20
(D)Writing	nil	nil	nil	No. of ques= 3 **Total: 10x3=30**	30
Marks per question type	18	18	24	30	**90**

The Pledge

SAFE DRIVE
SAVE LIFE

পথ সংস্কৃতি জানব
ট্রাফিক নিয়ম মানব
আমি সতর্ক হয়ে চলব
সুস্থভাবে এগিয়ে যাব
পথকে জয় করব
শান্ত জীবন গড়ব
পথ শুধু আমার নয়
এ পথ মোদের সবার
তা সর্বদা মনে রাখব

Traffic Do’s and Dont’s

1. Refrain from drunken driving.
2. Use & encourage helmet usage.
3. Adhere to prescribed speed limit.
4. Alwsays overtake from the right side.
5. Refrain from mobile phone usage while on road.
6. Use zebra crossing, foot overbridge and subways to cross the roads.